Using Moodle for assessments of large groups: Mathematics students’ experiences

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With the rapid growth in higher education in South Africa, student numbers have grown considerably in many undergraduate courses. Teaching large groups seems to have become the norm at many higher education institutions. Assessments of these large groups is one of the biggest challenges facing educators. To enhance student learning consideration should be given to efficient assessment and effective feedback of these assessments. In response many are considering online assessment.

This action research study describes the experiences of a group of 469 students taking the mathematics for accounting course and taking their assessments via Moodle at the Nelson Mandela Metropolitan University in the Eastern Cape of South Africa.

Preliminary analysis of the data revealed that students maintained that Moodle provided a supportive learning environment in which to learn mathematics. Students indicated that assessments were more effective and efficient, providing immediate feedback and that this approach to assessment impacted favourably on their mathematics learning.

Knowledge gained from this study may contribute to an improvement of the assessment practices of the mathematics for accounting course by presenting its pitfalls and successes.